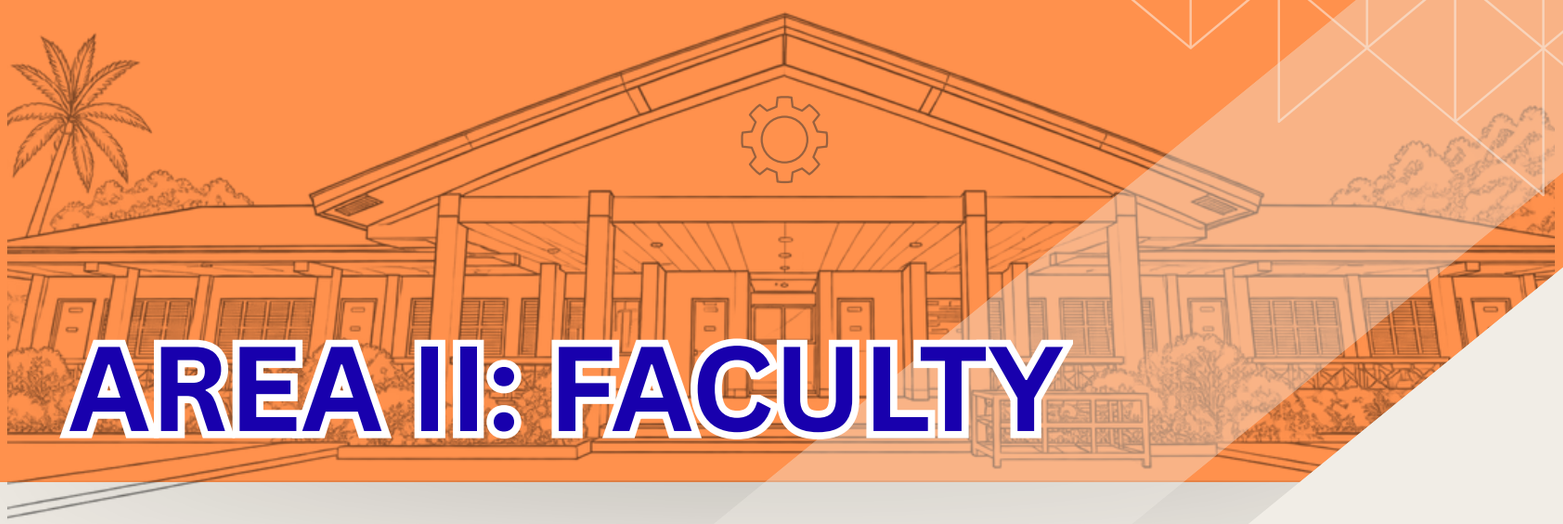
UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF TRADES AND INDUSTRIES

AACCUP

LEVEL 1 SURVEY VISIT

BTVTED

BACHELOR OF
TECHNICAL - VOCATIONAL
TEACHER EDUCATION



AREA II: FACULTY

PARAMETER A:
ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

SYSTEM-INPUTS AND PROCESSES

S.2.5. special abilities, computer literacy, research productivity

ANNEX D
ICT COMPETENCYSTANDARDS FOR TEACHERS

COMPETENCIES	PERFORMANCE INDICATORS
Domain 1: Understanding ICT in Education	
1.1.1 Demonstrate awareness of policies affecting ICT in education	1.1.1.1 Discuss national ICT policies affecting classroom practices
1.2.1 Comply with ICT policies as they affect teaching-learning	1.2.1.1 Implement ICT policies in teaching-learning
1.3.1 Contextualize ICT policies to the learning environment	1.3.1.1 Incorporate ICT policies in the design and implementation of teaching-learning activities.
Domain 2: Curriculum and Assessment	
2.1.1 Demonstrate understanding of concepts, principles, and theories of ICT systems as they apply to teaching-learning	2.1.1.1 Discuss ICT concepts, principles and theories in various teaching-learning processes
	2.1.1.2 Use technology tools in the assessment process
2.2.1 Evaluate digital and non-digital learning resources in response to student's diverse needs	2.2.1.1 Select digital and non-digital learning resources in reference to the student learning preferences
	2.2.1.2 Revise digital learning resources in response to varied needs of students
2.2.2 Develop digital learning resources to enhance teaching-learning	2.2.2.1 Produce digital learning material designed to enhance teaching-learning
2.3.1 Use ICT as a tool to develop 21st century skills: Information, Media and Technology Skills, Learning and Innovation Skills, Life and Career Skills, and Effective Communications Skills.	2.3.1.1 Integrate ICT in teaching plans that require learners to connect the content of the lesson to society
Domain 3: Pedagogy	
3.1.1. Apply relevant technology tools for classroom activities	3.1.1.1 Design a technology-enhanced lesson to support learning
	3.1.1.2 Deliver the lesson using appropriate digital tools or applications
	3.1.1.3 Assist students to reflect on their own learning using technology tools
3.2.1 Use ICT knowledge to solve complex problems and support student collaborative activities	3.2.1.1 Use varied teaching strategies like project-based learning that integrate technology tools to support thinking and collaboration
3.3.1 Model collaborative knowledge construction in face-to-face and virtual environments	3.3.1.1 Initiate flexible learning through online communications (synchronous / asynchronous modality)
Domain 4: Technology Tools	
4.1.1 Demonstrate competence in the technical operations of technology tools and systems as	4.1.1.1 Perform basic trouble shooting and maintenance of technology tools and systems;
	4.1.1.2 Use productivity and other tools in

COMPETENCIES	PERFORMANCE INDICATORS
they apply to teaching and learning	everyday work.
4.2.1 Use technology tools to create new learning opportunities to support communities of learners	4.2.1.1 Make technology tools-based instructional materials to improve student learning;
	4.2.1.2 Produce ICT-based teaching and learning tools in collaboration with students.
4.2.2 Demonstrate proficiency in the use of technology tools to support teaching and learning	4.2.2.1 Propose or recommend technology and policy innovations related to promoting continuous learning among students
Domain 5: Organization and Administration	
5.1.1 Manage technology-assisted instruction in an inclusive classroom environment	5.1.1.1 Facilitate flexible learning environment that enhances collaboration with the use of technology tools.
5.2.1 Exhibit leadership in shared decision-making using technology tools	5.2.1.1 Lead group activities using technology tools.
Domain 6: Teacher Professional Learning	
6.1.1 Explore existing and emerging technology to acquire additional content and pedagogical knowledge.	6.1.1.1 Use technology tools to search for, manage, analyze, integrate and evaluate information that can be used to support professional learning
	6.1.1.2 Evaluate technology resources in terms of appropriateness, quality, usability, accessibility, and cost effectiveness.
6.1.3 Utilize technology tools in creating communities of practice	6.1.3.1 Use technology tools to collaborate and share resources among communities of practice
6.2.1 Collaborate with peers, colleagues and stakeholders to access information in support of professional learning.	6.2.1.1 Identify educational sites and portals suitable to their subject area
	6.2.1.2 Join online expert and learning communities
	6.2.1.3 Use resources from relevant mailing lists and online journals
	6.2.1.4 Evaluate and compare useful and credible web resources to be shared with other students
	6.2.1.5 Active membership to local and global learning communities to maintain access to creative applications of technology that help enhance student learning
Domain 7: Teacher Disposition	
7.1.1 Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	7.1.1.1 Discuss safety issues in obtaining resource materials from local area network-based and the internet
	7.1.1.2 Comply with intellectual property laws including the fair use of educational content
	7.1.1.3 Institute mechanisms to ensure child

COMPETENCIES	PERFORMANCE INDICATORS
	online safety and prevent cyberbullying
7.1.2 Show positive attitude towards the use of technology tools	7.1.2.1 Practice standard netiquette in sharing and utilizing shared materials among learning communities.
	7.1.2.2 Provide support to learners' digital culture and behaviors.
	7.1.2.3 Utilize smart devices for building the positive relationships between teachers and students.

9.1 Curriculum Components

Summary of the Bachelor of Technical-Vocational Teacher Education Program

Courses	No. of Units	Pre-requisite	Total Units
A. General Education Courses (CMO No. 20, series of 2013)			**36**
B. Professional Education Courses			**54**
Foundation Courses/Theories and Concepts Courses	**12**		
1. The Child and Adolescent Learner and Learning Principles	3		
2. The Teaching Profession	3		
3. The Teacher and the Community, School Culture and Organizational Leadership with focus on the Philippine TVET System*	3		
4. Foundation of Special and Inclusive Education	3		
Pedagogical Content Knowledge (PCK) Course	**21**		
5. Facilitating Learner-Centered Teaching: The Learner-Centered Approaches with Emphasis on Trainers Methodology I*	3		
6. The Andragogy of Learning Including Principles of Trainers' Methodology I (Additional Course) *	3		
7. Assessment in Learning 1	3		
8. Assessment in Learning 2 with focus on Trainers Methodology I & II*	3		
9. Technology for Teaching and Learning 1**	3		
10. Curriculum Development and Evaluation with Emphasis on Trainers Methodology II*	3		
11. Building and Enhancing New Literacies Across the Curriculum with Emphasis on the 21st Century Skills*	3		
Experiential Learning Courses	**12**		
12. Field Study 1	3		
13. Field Study 2	3		
14. Practice Teaching	6		
C. Additional Courses	**9**		
15. Technology Research 1 (Methods of Research)	3		
16. Technology Research 2 (Undergraduate Thesis/Research Paper/ Research Project)	3		
17. Work-based Learning with Emphasis on Trainers Methodology	3		
D. Areas of Specialization			**69**
1. Technology for Teaching and Learning 2	3		

FIRST YEAR			
1st Semester		**2nd Semester**	
GE-Purposive Communication	3	GE-Ethics	3
GE-Art Appreciation	3	The Child and Adolescent Learner and Learning Principles	3
GE-Life and Works of Rizal	3	The Teaching Profession	3
NSTP 1	3	NSTP 2	3
Physical Education 1	2	Physical Education 2	2
Total	**26**	**Total**	**26**

SECOND YEAR			
1st Semester		**2nd Semester**	
Facilitating Learner-Centered Teaching: The Learner-Centered Approaches with Emphasis on Trainers Methodology I	3	The Teacher and the Community, School Culture and Organizational Leadership with focus on the Philippine TVET System	3
Technology for Teaching and Learning 1**	3	Technology for Teaching and Learning 2**	3
Building and Enhancing New Literacies Across the Curriculum with Emphasis on the 21st Century Skills	3	Curriculum Development and Evaluation with Emphasis on Trainers Methodology II	3
The Andragogy of Learning Including Principles of Trainers' Methodology I	3	Foundation of Special and Inclusive Education	3
Assessment in Learning 1	3	Assessment in Learning 2 with focus on Trainers Methodology I & II	3
Introduction to Industrial Arts	3	HE Literacy	3
Introduction to AFA	3	Teaching ICT as an Exploratory Course	3
Major 1	3	Major 2	3
Entrepreneurship	3	Physical Education	2
Physical Education	2		
Total	**29**	**Total**	**26**

THIRD YEAR			
1st Semester		**2nd Semester**	
Technology Research 1 (Methods of Research)	3	Technology Research 2 (Undergraduate Thesis/Research Paper/ Research Project)	3
Teaching Common Competencies in IA	3	Teaching Common Competencies in AFA	3
Teaching Common Competencies in ICT	3	Teaching Common Competencies in HE	3
Major 3	3	Major 9	3
Major 4	3	Major 10	3
Major 5	3	Major 11	3
Major 6	3	Major 12	3

A. General Requirements

1. As a general rule, master's degree in education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have appropriate master's degree in the field they are assigned to teach.
3. Have at least one (1) year of very satisfactory teaching experience in any technical-vocational or technological institution.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:

1. Holder of valid certificate of registration and Board of Licensure Examination for Professional Teachers (BLEPT) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in any allied fields.

C. Qualifications of Technology Instructors/Professors

1. Holder of at least Masters Degree in Technology Education or its equivalent.
2. Must be compliant with the training regulations of TESDA.

B. Full-time faculty members of the college

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

E. Faculty Development

The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other allied fields;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

Section 15 Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement

Course Title	Building and Enhancing Literacy Skills Across the Curriculum with emphasis on the 21st Century Skills
Course Description	This course covers the outcomes required to facilitate the development of competency standards for particular work functions, work processes, work roles and work-related vocational outcomes. It also deals with the knowledge and skills required to undertake a training needs analysis to identify the training needs of individuals or organization. This course will also cover the competency in developing and evaluating the training curriculum design which includes establishing training requirements, identifying the learner and finalizing the training program.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester

Course Title	Technology Research I
Course Description	The course provides with important concepts of the methods of research covering the design, data collection, statistical application and development of research instrument. This also requires the students to prepare a research proposal which includes the introduction, significance of the research, methodology and the timeline of the study. The proposal will serve as a basis for Technology Research II.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title	Technology Research II
Course Description	The course is a continuation of Technology Research where the students are expected to complete the research proposal aligned to the areas of specialization. This includes the presentation, tabulation, analysis and interpretation of the data collected. An oral presentation of the output of research is required among the students.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	Technology Research I

Course Title	Work-Based Learning with emphasis on Trainers Methodology
Course Description	This course deals on the different modalities of work-based learning such as, dual training, apprenticeship, on-the-job training and others. It covers the knowledge and skills in establishing the training requirements for trainees, supervising and monitoring work-based training, and evaluating its effectiveness in the attainment of the training programs objectives.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester

Course Title	Experiential Learning (Field Studies and Teaching Internship)
Course Description	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a.) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching. The NCBTS domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.
Course Credits	12 units (FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)
Contact Hours	FS 1 & 2 (6 hrs per week for one semester taken with 2 or 3 academic subjects) Practice Teaching – 6 units (Fulltime 30-40 hrs per week) for one semester
Prerequisite	All required academic subjects for the degree should be taken before Practice Teaching.

Course Title	Field Study 1- Observations of Teaching-Learning in Actual School Environment
Course Description	This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional and major/specialization subjects

Course Title	Fields Study 2- Participation and Teaching Assistantship
Course Description	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to

	start in this course and conclude during the Internship.
Course Credit	**3 units**
Contact Hours	**3 hours/Week**
Pre-requisite	**All professional subjects and major subjects**

Course Title	**Teaching Internship**
Course Description	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done both in the in-campus or off campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
Course Credit	**6 units**
Contact Hours	**40 hours per week full time (no academic units allowed)**
Pre-requisite	**Field Study 1 & 2**

Course Title	**Supervised Industry Training**
Course Description	The Supervised Industrial Training refers to a program that provides monitored training within a specific time frame in an industry setting. On the job training or OJT is the other name for this training modality. One method by which students is given a chance to apply the theories and skills that they have learned from the school. It also helps the students to acquire relevant knowledge and skills by performing in actual work setting.
Course Credits	**3 units**
Contact Hours	